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Time table

Morning	Afternoon	Days	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period	7th Period	8th Period
		Saturday								
		Sunday								
		Monday								
		Tuesday								
		Wednesday								
		Thursday								

Notes:

Periods	Time	Study Time			
		Morning		Afternoon	
		From	To	From	To
Queue					
1st Period					
2nd Period					
3rd Period					
4th Period					
5th Period					
6th Period					
7th Period					
8th Period					

Syllabus Distribution
Plan of Education year
20….. / 20…..

Primary ……………			
Months	**Term**	**Sections**	**Remarks**
September ***October*** ***November*** ***December*** ***January***	First Term	**Units**……………………… **Units**……………………… **Units**……………………… **Units**……………………… **Units**………………………	**Connect** **Student's book**
February ***March*** ***April*** ***May***	Second Term	**Units**……………………… **Units**……………………… **Units**……………………… **Units**………………………	**Connect** **Student's book**

Teacher ……………… **Supervisor** ……………… **School manager** ………………

Objectives of Teaching English as a foreign Language in The Primary Stage

By the end of the Elementary Stage and within the assigned structures and vocabulary for this stage: students should be able to:

1. Learn the basics of the English language that would form the foundation for its mastery in the future.
2. Use the basic structures of English sentences.
3. Learn the core vocabulary assigned for this stage.
4. Listen to and understand English.
5. Express themselves orally using English.
6. Read and understand simple English materials.
7. Write sentences and short paragraphs in English.
8. Develop an awareness of the importance of the English language as an international mean of communication.
9. To experience language awareness in terms of how English works and differs from Arabic.

1- Listening :

- Distinguish between English and other languages.
- Identify and name all the sounds of English.
- Carry out simple oral instructors – class routine.
- Listen to and understand the time on the hours.



2- Speaking :

- Produce consonant clusters as well as different sounds accurately.
- Use greetings and leave takings.
- Memorize and recite songs and rhymes.
- Give personal information "name, age …………"

3- Reading :

- Identify sound – letter correspondences.
- Read the written forms of the numbers 1: 100.
- Read the names of self and class members.
- Sight – read vocabulary in context.

4- Writing :

- Write the letters of the alphabet.
- Write the numbers 1: 100.
- Write your own name and the names of the things.
- Copy neatly from core vocabulary.



Learning English outcome for primary connect 2- First term

unit	Vocabulary	language	phonics	Life skills	values	Issues	integrated cross curriculum topics	Strategies	Assessment
Unit 1 Meet my family	parents, cousin, ،grandma, grandpa grandparents, ،child/children, friends Good morning, Good ،afternoon Good evening, Good nigh	.This is my mother These are my parents I (help my family) in the .afternoon I clean the house	،ch: children ،chicken, chips beach i:children chicken, chips	Self-management: New friends Empathy: I help my family.	Appreciation of science and scientists: Parts of the day Love of family. and friends. New friends. I love my family	Community Participation: New friends.	Science: Parts of the day. Math: Using bar charts.	Pair work. Role play. Group work.	Read and write about family and greetings.
Unit 2 My body	arm, face, foot/feet, /head, leg, tooth teeth, beak; boy, girl; ،smell, touch see, hear, taste	I'm a boy. I'm a girl. Who am I? I'm an engineer. .You're a boy. .(I have a (face .(I have two (ears). I can smell with my .nose He can't run.	th: three, ،mouth bathroom, ،throw thirteen, tooth ،ee:three thirteen, ،green teeth, bee.	Critical thinking: :Observation Defining relationships between different objects; birds and humans Creativity: Project: Handprint bird	Respecting diversity	Non-discrimination issues	Science: My amazing body; Life Stages. Math: Counting body parts	Pair work. Role play. Group work.	Read and write about the body. Describe how people grow
Unit3 Off to school	boots, dress, glasses, ،hat, clothes coat, shirt, watch; gray, brown; sit down, stand up, draw, write, listen	It's my dress. It's your hat. It's .yellow .They're my socks .They're your shoes How many(boots) are ؟there .(There are(twelve .(We (sit down	،sh:fish sharpener, ،shark ،trash, shop ،sheep, T-shirt shirt. ،ar:shark sharpener, car.	Self-management : Follow classroom instructions	Respect for different jobs.	Citizenship: Awareness of rights and duties in the classroom.	Social Science: Jobs ؛in a school Clothes for school. Math: three-dimensional Shapes.	Pair work. Role play. Group work.	Read and write about clothes and jobs.
Review 1	Revision of units 1- 3			Self-management. Problem solving.					

Learning English outcome for primary connect 2- First term

unit	Vocabulary	language	phonics	Life skills	values	Issues	integrated cross curriculum topics	Strategies	Assessment
Unit 4 Time to play sports.	karate, basketball, football swimming, ،tennis; team; kick, hit throw; racket, ball; ،twenty, thirty forty, fifty, sixty, ،seventy, eighty ninety, one hundred.	(Can you (play football? .Yes, I can .No, I can't Hala can play tennis. She can't play Basketball. .It's your turn. .Thank you .I'm healthy .I swim	gr: gray grandma, ،green grandpa bl: black, blue.	Decision-making: Exercise is healthy Collaboration and cooperation: A team game; A poster about teamwork Communication: Good ؛listening Self-expression; non-verbal communication	Respect for others	Preventative health: Exercise is healthy.	Math: Learn to count with Busy Bee! Science: Exercise is healthy	Pair work. Role play. Group work.	Read and write about sports and numbers.
Unit 5 My day	get up, eat, drink, ؛play, go home clock; Mercury, ،Venus, Earth, Mars Jupiter, Saturn, Uranus, Neptune.	What time is it? It's (three) o'clock. It's four thirty. I get up at (eight (thirty. Hany gets up at .seven.	pl: play, ،please plane, planet ،cl: clock ،classroom cloudy, clay.	Self-management: Talking about your day; recognizing the importance of good time keeping.	Respect for rule	Citizenship :Awareness of rights and duties	Science: The planets in the solar System.	Pair work. Role play. Group work.	Read and write about the planets and daily activities.
Unit 6 Healthy lunches	bread, a burger, chicken, ،fries, fruit - grapes , ice cream -, juice, hungry, thirsty; ؛water -good not good to eat. to eat	Would you like some ((water? Yes, please. No, thank you. (I'd like some (juice. What's your favorite food? It's bread. (Does he like (oranges? Yes, he does. No, he doesn't. ؟(Do you like (grapes .Yes, I do. No, I don't.	fr: fries, fruit friends, frog. ،dr: drink, draw dress, drum.	Critical thinking: Observation: Hard and soft Material. Collaboration: Making a healthy lunch.	Curiosity.	Preventative :health Healthy and unhealthy food.	Geography: Places in town Science: Hard and soft materials.	Pair work. Role play. Group work.	Read and write about foods and drinks.
Review 2	Revision of units 4- 6			Communications Self-management					
Fiction reader	The Gingerbread Man			Communication Problem solving Creativity					



Date			
Period			
Class			



Contents	Unit 1	Meet my family	Lesson:1	Page:2/3
objectives	To learn greeting and introductions.			
Materials	Student book ☐ / real objects ☐ / The board ☐ / C D ☐ / Teacher's guide ☐ / Flash cards ☐			
issues	Community participation: New friends.			
Values	Appreciation - Love of family and friends.			
Skills	Self management- Empathy.			
	Lesson Procedures			
Review	Welcome saying Hello, Then I will introduce myself and get them to do the same.			
Warm up	Revise the family members from last year , father , mother ,etc.			
Presentation New Vocabulary and structures.	Vocabulary: I will teach them the words: grandparents, grandma, grandpa, uncle, parents, children, cousins, good evening, glasses, wear, an orange skirt, a brown Jacket. They will repeat then look and say the word using cards. Language: This is (my father) / these are (my parents).			
Refer To teacher's guide page	Page:6 / 7			
Exercise	No1 :1		Page : 3	
Exercise	No2:2		Page : 3	
Assessment	I will get a student to come to me and say his family members.			
Closing	Say the next time we will learn the periods of a day.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	◯	Covered	◯	Understood	◯
Not achieved	◯	Not covered	◯	Not understood	◯



Date			
Period			
Class			



Contents	Unit 1	Meet my family	Lesson:2	Page :4/5
objectives	1-To review greetings and parts of the day. 2-To read and say parts of the day. 3-To sing a song. 4-To identify how the sun appears in the sky at different times of day.			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Community participation: New friends.			
Values	Appreciation - Love of family and friends.			
Skills	Self management- Empathy.			
	Lesson Procedures			
Review	I will greet the class saying good morning. Ask about family members.			
Warm up	Ask about using this is ………/ These are …………. .			
Presentation New Vocabulary and structures.	Vocabulary: I will teach the day periods, morning, afternoon, evening and the greetings, good morning, good afternoon, good evening, good night, using cards. Language: Greetings : Good morning Good afternoon Good evening Good night			
Refer To teacher's guide page	Pages 8/9			
Exercise	No1 :1		Page : 5	
Exercise	No2: 2		Page : 5	
Assessment	Ask the pupils to tell the story to their families at home.			
Closing	Say good bye. Next time we will learn a nice story.			
Evaluation: Weaknesses points :some students need focus on				

Aims	Steps	Understanding
Achieved ◯	Covered ◯	Understood ◯
Not achieved ◯	Not covered ◯	Not understood ◯





Date			
Period			
Class			



Contents	Unit 1	Meet my family	Lesson:3	Page :6/7
objectives	1-To listen with attention to a story. 2-To look at pictures to get the gist of a story. 3- To read a short text with picture support. 4- To role-play the story to practice the language of the unit.			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Community participation: New friends.			
Values	Appreciation - Love of family and friends.			
Skills	Self management- Empathy.			
	Lesson Procedures			
Review	I will greet the class saying good morning. Ask about family members.			
Warm up	Ask about using this is ………./ These are …………. .			
Presentation New Vocabulary and structures.	Vocabulary: I will teach the new words: neighbors, parents, help morning, night, afternoon, evening using cards. I will get them to listen to the story. Language: These are my new friends. Let's play.			
Refer To teacher's guide page	Pages 10/11			
Exercise	No1 :1		Page : 7	
Exercise	No2: 2		Page : 7	
Assessment	Ask the pupils to tell the story to their families at home.			
Closing	Say good bye. Next time we will learn the sound ch.			
Evaluation: Weaknesses points :some students need focus on				

Aims	Steps	Understanding
Achieved ◯	Covered ◯	Understood ◯
Not achieved ◯	Not covered ◯	Not understood ◯





Date			
Period			
Class			



Contents	Unit 1	Meet my family	Lesson:4	Page :8/9
objectives	1-To use the letter sound /tʃ/ in words. 2-To find words with the tʃ/sound. 3-To trace and copy the/tʃ/digraph. 4-To revise the /i/ sound. 5-To count syllables in words.			
Materials	Student book ☐ C D ☐	real objects ☐ Teacher's guide ☐	The board ☐ Flash cards ☐	
issues	Community participation: New friends.			
Values	Appreciation - Love of family and friends.			
Skills	Self management- Empathy.			
	Lesson Procedures			
Review	I will say good morning. Ask about the story and family members			
Warm up	I will get the pupils to try to tell the story from last lesson.			
Presentation New Vocabulary and structures.	Vocabulary: Teach the new words children – beach – chips – chicken - I will get them to listen and repeat. I will play this game with the pupils to listen and point to the word, then look and say the word that I raise its photo. Language: One syllable "beach – chips" – two syllables: "chicken – children".			
Refer To teacher's guide page	Pages 12/13			
Exercise	No1 :1,2		Page : 8	
Exercise	No2: 1,2		Page : 9	
Assessment	Trace and complete the words, spell the words.			
Closing	Say good bye. We will make a chart next time so we need colors.			
Evaluation: Weaknesses points :some students need focus on				

Aims	Steps	Understanding
Achieved ◯	Covered ◯	Understood ◯
Not achieved ◯	Not covered ◯	Not understood ◯



Date			
Period			
Class			



Contents	Unit :1	Meet my family	Lesson:5	Page :10/11
objectives	1-To talk about helping at home and at school. 2-To revise numerals 1 to 20. 3-To learn how to read a basic bar chart.			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Community participation: New friends.			
Values	Appreciation - Love of family and friends.			
Skills	Self management- Empathy.			
	Lesson Procedures			
Review	Welcome saying good morning, Say words start with the sound Ch.			
Warm up	Tell me your family members, ask about this is…. / these are…….			
Presentation New Vocabulary and structures.	Vocabulary: I will teach the new words, make my bed, tidy, clean, wash the dishes, numbers from 1 to 10. I will get them to repeat. I will get them to listen and repeat after me .I will play a game using the chart to count the helpers. Language: I help my family in the afternoon.			
Refer To teacher's guide page	Pages 14/15			
Exercise	No1 :1		Page : 11	
Exercise	No2: 2		Page : 11	
Assessment	I will get a student to come to the front and count the helpers.			
Closing	Say the next time we will revise this unit.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	◯	Covered	◯	Understood	◯
Not achieved	◯	Not covered	◯	Not understood	◯



Date			
Period			
Class			



Contents	Unit :1	Meet my family	Lesson:6	Page :12/15
objectives	1-To revise the language of the unit. 2-To complete a project about your family. 3-To work together in groups. 4-To introduce members of your family.			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Community participation: New friends.			
Values	Appreciation - Love of family and friends.			
Skills	Self management- Empathy.			
	Lesson Procedures			
Review	Welcome saying good morning, Say words start with the sound Ch.			
Warm up	Tell me your family members, ask about this is…. / these are…….			
Presentation New Vocabulary and structures.	Vocabulary: I will revise the words, family members and numbers from 1 to 10 .I will get them to repeat, then I will revise the sentences, make the bed .tidy the classroom, etc. I will get them to listen and repeat after me. Language: This is my family photo album. This is my mother. These are my brothers.			
Refer To teacher's guide page	Pages 16/19			
Exercise	No1 :1,2		Page : 12/13	
Exercise	No2: 1,2		Page : 14/15	
Assessment	I will get a student to come to the front and count the helpers.			
Closing	Say the next time we will learn body parts.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	○	Covered	○	Understood	○
Not achieved	○	Not covered	○	Not understood	○



Date			
Period			
Class			



Contents	Unit 2	My body	Lesson:1	Page :16/17
objectives	1-To learn and identify parts of the human and animal bodies. 2-To be able to define relationships between different objects.			
Materials	Student book ☐ / C D ☐ / real objects ☐ / Teacher's guide ☐ / The board ☐ / Flash cards ☐			
issues	Non- discrimination issues.			
Values	Respecting diversity.			
Skills	Critical thinking: Observation - Creativity: Project.			
	Lesson Procedures			
Review	Greet the class saying good morning, revise the body parts.			
Warm up	I will get a pupil to say the body parts.			
Presentation New Vocabulary and structures.	Vocabulary: I will teach the new words, I will point to myself and saying "Me", I will get them to repeat. Then I will teach parts of the body in the same way. Face, nose, mouth, ear, eye, hand, arm, beak, wing. I will get them to listen and repeat after me .I will play a game with them to listen and point to the part in your body and a bird body. Language: I'm a (boy); I have a (face). I have two legs and two feet too! I don't have a beak.			
Refer To teacher's guide page	Pages 20/21			
Exercise	No1 :1		Page : 17	
Exercise	No2: 2		Page : 17	
Assessment	Say the parts of the body by pointing to each part.			
Closing	Draw a body chart at home and color it .Say good bye.			
Evaluation: Weaknesses points :some students need focus on				

Aims	Steps	Understanding
Achieved ○	Covered ○	Understood ○
Not achieved ○	Not covered ○	Not understood ○



Date			
Period			
Class			



Contents	Unit 2	My body	Lesson:2	Page :18/19
objectives	1-To ask and answer questions. 2-To read and complete sentences.			
Materials	Student book ☐ C D ☐ real objects ☐ Teacher's guide ☐ The board ☐ Flash cards ☐			
issues	Non- discrimination issues.			
Values	Respecting diversity.			
Skills	Critical thinking: Observation - Creativity: Project.			
	Lesson Procedures			
Review	Smile for the children and I will greet them. Revise body parts.			
Warm up	Say the part of the body that I point to it, Count from 1 to 10 .			
Presentation New Vocabulary and structures.	Vocabulary: I will teach: girl, boy, king, doctor, Busy Bee, police Officer - engineer - fur. Teach the words using cards and get them to repeat. Language: I 'm Aya. I 'm a girl. Today, I 'm a doctor.			
Refer To teacher's guide page	Pages 22/23			
Exercise	No1 :1		Page : 19	
Exercise	No2: 2		Page : 19	
Assessment	I will ask a pupil to come and speak about himself.			
Closing	Saying good bye, next time we will learn about the senses.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	◯	Covered	◯	Understood	◯
Not achieved	◯	Not covered	◯	Not understood	◯





Date			
Period			
Class			



Contents	Unit 2	My body	Lesson:3	Page :20/21
objectives	1-To learn about the senses. 2-To say what I can do. 3-To learn about what my body can do.			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Non- discrimination issues.			
Values	Respecting diversity.			
Skills	Critical thinking: Observation - Creativity: Project.			
	Lesson Procedures			
Review	Smile for the children and I will greet them. Say the body parts.			
Warm up	Review the/ Ch/ and /l/ sounds and words.			
Presentation New Vocabulary and structures.	Vocabulary: I will teach (hear, kick , run , see , speak , throw) I will use the cards to teach the words. Language: I can see with my eyes. He can read with his hands. He can't run.			
Refer To teacher's guide page	Pages 24/25			
Exercise	No1 :1		Page : 21	
Exercise	No2: 2		Page : 21	
Assessment	I will get them to say sentences using I can ….			
Closing	Saying good bye, next time will learn the sound "th".			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	○	Covered	○	Understood	○
Not achieved	○	Not covered	○	Not understood	○



Date			
Period			
Class			



Contents	Unit 2	My body	Lesson:4	Page :22/23
objectives	1-To learn the letter sounds /th/ and /i:/ . 2- To discriminate the /th/ digraph from other sounds. 3- To hear and write the th/ digraph and /i:/ in words.			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Non- discrimination issues.			
Values	Respecting diversity.			
Skills	Critical thinking: Observation - Creativity: Project.			
	Lesson Procedures			
Review	Smile for the children and I will greet them. Say the body parts			
Warm up	Review the Ch and I sounds and words.			
Presentation New Vocabulary and structures.	Vocabulary: I will teach(th sound) three - mouth- bathroom - throw – thirteen ,tooth –(ee sound) three- green-thirteen – teeth - bee I will use the cards to teach the words. Language: I will get the pupils to play this game answer my question, what is this? Using the objects.			
Refer To teacher's guide page	Pages 26/27			
Exercise	No1 :1		Page : 23	
Exercise	No2: 2		Page : 23	
Assessment	Listen and point to the object , tree – teeth , mouth ,etc.			
Closing	Saying good bye, next time we will learn about how we grow.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	◯	Covered	◯	Understood	◯
Not achieved	◯	Not covered	◯	Not understood	◯





Date			
Period			
Class			



Contents	Unit 2	My body	Lesson:5	Page :24/25
objectives	1-To learn about basic life stages. 2-To be able to order a sequence. 3-To learn the concept of zero/no. 4-To count animal legs from 0 to 6. 5-To count and complete a table with animal names.			
Materials	Student book ☐ C D ☐ real objects ☐ Teacher's guide ☐ The board ☐ Flash cards ☐			
issues	Non- discrimination issues.			
Values	Respecting diversity.			
Skills	Critical thinking: Observation - Creativity: Project.			
	Lesson Procedures			
Review	Smile for the children and I will greet them. Revise the body parts.			
Warm up	Revise the th , and ee sounds and words.			
Presentation New Vocabulary and structures.	Vocabulary: I will teach them these words: an adult, a baby, a child, an adult bird, an egg, a baby bird. Language: This is how we grow. A person starts as a baby. The baby grows into a child. The child grows into an adult.			
Refer To teacher's guide page	Pages 28/29			
Exercise	No1 :1		Page : 25	
Exercise	No2: 2		Page : 25	
Assessment	Say our life cycles, Count our body parts, We have ……. hands.			
Closing	I will tell them next time we will do a project.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	◯	Covered	◯	Understood	◯
Not achieved	◯	Not covered	◯	Not understood	◯



Date			
Period			
Class			



Contents	Unit 2	My body	Lesson:6	Page :26/29
objectives	1-To make a hand print bird. 2-To produce an attractive craft project. 3- To share resources and work co-operatively. 4-To talk about the project – a handprint bird.			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Non- discrimination issues.			
Values	Respecting diversity.			
Skills	Critical thinking: Observation - Creativity: Project.			
	Lesson Procedures			
Review	Smile for the children and I will greet them. Revise the body parts.			
Warm up	Revise the th , and ee sounds and words.			
Presentation New Vocabulary and structures.	Vocabulary: I will revise the stage of life, the amazing body, the body parts and the words "baby – child – adult" then I will get them to do the project. Language: Paint your hand/make a hand print/draw a beak, an eye, 2 legs, 2 feet, decorate.			
Refer To teacher's guide page	Pages 30/33			
Exercise	No1 :1		Page : 26/27	
Exercise	No2: 2		Page : 28/29	
Assessment	Show your project to the class and talk about it.			
Closing	I will tell them next time we will have a lesson about school.			
Evaluation: Weaknesses points :some students need focus on				

Aims	Steps	Understanding
Achieved ◯	Covered ◯	Understood ◯
Not achieved ◯	Not covered ◯	Not understood ◯





Date			
Period			
Class			



Contents	Unit :3	Off to school!	Lesson:1	Page :30/31
objectives	1-To learn and identify items of clothing. 2-To respond to basic classroom instructions.			
Materials	Student book ☐ C D ☐	real objects ☐ Teacher's guide ☐	The board ☐ Flash cards ☐	
issues	Citizenship – Awareness of rights and duties in the classroom.			
Values	Respect for different jobs.			
Skills	Self-management "follow classroom instructions".			
	Lesson Procedures			
Review	Greet the children. Say words have sound th.			
Warm up	Say words have sound ch , say the parts of the body.			
Presentation New Vocabulary and structures.	Vocabulary: I will teach the new words using cards: boots, dress, glasses , hat , clothes, coat , shirt , watch , gray , brown. Language: They're my boots. It's my watch.			
Refer To teacher's guide page	Pages 34/35			
Exercise	No1 :1		Page : 31	
Exercise	No2: 2		Page : 31	
Assessment	Say the numbers count the clothes, ask and answer using how many …….. ?			
Closing	I will say good bye, see you next time, be happy.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	◯	Covered	◯	Understood	◯
Not achieved	◯	Not covered	◯	Not understood	◯





Date			
Period			
Class			



Contents	Unit 3	Off to school!	Lesson:2	Page :32/33
objectives	1-To practice counting items. 2-Toask questions using "How many". 3-To record information on a bar chart.			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Citizenship – Awareness of rights and duties in the classroom.			
Values	Respect for different jobs.			
Skills	Self-management "follow classroom instructions".			
	Lesson Procedures			
Review	Greet the class, revise clothes.			
Warm up	Say the parts of the body. Ask about classroom rules.			
Presentation New Vocabulary and structures.	Vocabulary: pairs of boots, dresses, glasses, hat, clothes, coats , shirts, watches, clothes shop, I will teach the words using cards . Language: How many hats are there? There are four.			
Refer To teacher's guide page	Pages 36/37			
Exercise	No1 :1		Page : 33	
Exercise	No2: 2		Page : 33	
Assessment	I will ask: How many..? And check answers.			
Closing	I will say goodbye, next time we will read a passage about the day.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	○	Covered	○	Understood	○
Not achieved	○	Not covered	○	Not understood	○



Date			
Period			
Class			



Contents	Unit 3	Off to school!	Lesson:3	Page :34/35
objectives	1-To read a passage about someone's day. 2-To read and complete a passage about your own day. 3-To recognize about correct classroom behavior.			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Citizenship – Awareness of rights and duties in the classroom.			
Values	Respect for different jobs.			
Skills	Self-management "follow classroom instructions".			
	Lesson Procedures			
Review	Greet the class, revise clothes.			
Warm up	Say the parts of the body. Ask about classroom rules.			
Presentation New Vocabulary and structures.	Vocabulary: classroom orders: , stand up , sit down , open your book, write , draw , listen, I will revise the orders using cards . Language: Sit down, please. Listen to the CD. Draw a picture. Stand up, please. Write your name.			
Refer To teacher's guide page	Pages 38/39			
Exercise	No1 :1		Page : 35	
Exercise	No2: 2		Page : 35	
Assessment	Do the instructions (stand up) , (sit down) write, draw , etc.			
Closing	I will say goodbye, we will take new sounds(sh) and (ar).			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	◯	Covered	◯	Understood	◯
Not achieved	◯	Not covered	◯	Not understood	◯





Date			
Period			
Class			



Contents	Unit :3	Off to school!	Lesson:4	Page :36/37
objectives	1-To learn the digraphs sh and ar. 2-Tohear and find words with the ʃ and a: sounds. 3-To write words with sh and ar. 4-To count syllables in words.			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Citizenship – Awareness of rights and duties in the classroom.			
Values	Respect for different jobs.			
Skills	Self-management "follow classroom instructions".			
	Lesson Procedures			
Review	Greet the children. Say words have sound (Ch ,tʃ) and (th ,ɵ).			
Warm up	Say words have sound (ee,i) , say the parts of the body.			
Presentation New Vocabulary and structures.	Vocabulary: fish, sharpener, shark, trash, shop, sheep, t-shirt ,shirt, I will teach the words using cards. (ar) shark , sharpener, car. Language: Count syllables "one – two – three syllables". shark – T. shirt – sharpener.			
Refer To teacher's guide page	Pages 40/41			
Exercise	No1 :1		Page : 37	
Exercise	No2: 2		Page : 37	
Assessment	Say words have sound (ʃ) , then words have (ar) .			
Closing	I will say good bye, see you next time, be happy.			
Evaluation: Weaknesses points :some students need focus on				

Aims	Steps	Understanding
Achieved ○	Covered ○	Understood ○
Not achieved ○	Not covered ○	Not understood ○





Date			
Period			
Class			



Contents	Unit 3	Off to school!	Lesson:5	Page :38/39
objectives	1-To learn about jobs people do at school.			
Materials	Student book ☐ / C D ☐ / real objects ☐ / Teacher's guide ☐ / The board ☐ / Flash cards ☐			
issues	Citizenship – Awareness of rights and duties in the classroom.			
Values	Respect for different jobs.			
Skills	Self-management "follow classroom instructions".			
	Lesson Procedures			
Review	Greet the children, revise the sound (sh) and (ar) from last lesson.			
Warm up	Say words start with sound sh, revise the clothes.			
Presentation New Vocabulary and structures.	Vocabulary: carpenter, nurse, gardener, cleaner, shape, cone, cube, sphere, pyramid, cylinder. I will use cards to teach the words and shapes, then I will get them to repeat. Language: A carpenter makes tables and chairs for school. A gardener looks after the school garden.			
Refer To teacher's guide page	Pages 42/43			
Exercise	No1 :1		Page : 39	
Exercise	No2: 2		Page : 39	
Assessment	Draw your school and all jobs in it, say the jobs.			
Closing	We will revise all words that we learned before for the next time.			
Evaluation: Weaknesses points :some students need focus on				

Aims	Steps	Understanding
Achieved ◯	Covered ◯	Understood ◯
Not achieved ◯	Not covered ◯	Not understood ◯





Date			
Period			
Class			



Contents	Unit 3	Off to school!	Lesson:6	Page :40/43
objectives	1-To create pictures and sentences about my favorite clothes. 2-To Work together and share resources, taking turns. 3-To Present to others in Show and Tell. 4-To practice the language of the unit.			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Citizenship – Awareness of rights and duties in the classroom.			
Values	Respect for different jobs.			
Skills	Self-management "follow classroom instructions".			
	Lesson Procedures			
Review	Greet the children, revise the sound (sh) and (ar) from last lesson.			
Warm up	Say words start with sound sh, revise the clothes.			
Presentation New Vocabulary and structures.	Vocabulary: revise the words: clothes "shirt – t-shirt – shoes – skirt – socks – hat jacket" – colors "red- blue- green – grey – black – white" and revise numbers. Language: This is my favorite dress. It's red.			
Refer To teacher's guide page	Pages 44/47			
Exercise	No1 :1		Page : 40/41	
Exercise	No2: 2		Page : 42/43	
Assessment	Draw your school and all jobs in it, say the jobs.			
Closing	We will revise all words that we learned before for the next time.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	◯	Covered	◯	Understood	◯
Not achieved	◯	Not covered	◯	Not understood	◯



Date			
Period			
Class			



Contents		Review 1	Lesson:1	Page :44/45
objectives	1- To revise the vocabulary and language from units (1 to 3).			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Communications and Creativity, Citizenship – Awareness of rights and duties in the classroom.			
Values	Sharing, love and compassion, Respect for different jobs.			
Skills	Self-management – Problem solving.			
	Lesson Procedures			
Review	Greet the class; Say the numbers (1 to 20).			
Warm up	Say words have the sound (sh). Say body parts.			
Presentation New Vocabulary and structures.	Vocabulary: parents, cousin, grandma, grandpa, grandparents, child/children, friends; Good morning, Good afternoon, Good evening, Good night; arm, face, foot/feet, head, leg, tooth/teeth, beak; boy, girl; smell, touch, see, hear, taste, boots, dress, glasses, hat, clothes, coat, shirt, watch; gray, brown; sit down, stand up, draw, write, listen "revise these words using cards". Language: The camel has four legs. These are my boots. & I have a brown coat			
Refer To teacher's guide page	Pages 48/49			
Exercise	No1 :1,2		Page : 44	
Exercise	No2: 1,2		Page : 45	
Assessment	Say the parts of the body , say the family members.			
Closing	I will tell them we will revise the sounds(ch , sh, th, ee,ar)next time. Then I say goodbye.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	○	Covered	○	Understood	○
Not achieved	○	Not covered	○	Not understood	○





Date			
Period			
Class			



Contents		Review 1	Lesson:2	Page :46/51
objectives	1-To revise greetings and classroom commands 2-To practice phonics (digraphs ch, sh, th and i, ar, ee). 3-To evaluate progress in Units 1-3.			
Materials	Student book ☐ / real objects ☐ / The board ☐ / C D ☐ / Teacher's guide ☐ / Flash cards ☐			
issues	Communications and Creativity, Citizenship – Awareness of rights and duties in the classroom.			
Values	Sharing, love and compassion, Respect for different jobs.			
Skills	Self-management – Problem solving.			
	Lesson Procedures			
Review	Greet the class, Say the numbers from 1 to 20, and say the clothes.			
Warm up	Find words start with sh , th , ch and a:r.			
Presentation New Vocabulary and structures.	Vocabulary: (Ch)beach, chicken, chips, children.(ee,i) green , bee , queen, tree - green , thirteen, three. (sh) shark, sharpener, shop , shirt . (a:r) shark , sharpener , car , Good morning, Good afternoon , Good evening, Good night, sit down, stand up, draw, write, listen. Language: one (red hat) . Two black (boots).			
Refer To teacher's guide page	Pages 50/53			
Exercise	No1 :1,2		Page : 46/47/48	
Exercise	No2: 1,2		Page : 49/50/51	
Assessment	Say the color of everything that I point to it.			
Closing	I will tell them that we will learn about sports next time.			
Evaluation: Weaknesses points :some students need focus on				

Aims	Steps	Understanding
Achieved ◯	Covered ◯	Understood ◯
Not achieved ◯	Not covered ◯	Not understood ◯





Date			
Period			
Class			



Contents	Unit 4	Time to play sports	Lesson:1	Page :52/53
objectives	1-To learn and identify different sports and equipment. 2-To use can for ability.			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Preventative health- Exercise is healthy.			
Values	Respect for others.			
Skills	Decision-making- Collaboration and cooperation- Communication.			
	Lesson Procedures			
Review	Greet the class , Say the clothes and body parts.			
Warm up	Say words have the sounds ch , ee - sh .			
Presentation New Vocabulary and structures.	Vocabulary: basketball , football , swimming , tennis ; team , Throw, kick , karate .I will get them to repeat , I will use cards to teach the words. Language: Can you (play soccer)? Yes, I can. &* No, I can't. I can (play tennis).			
Refer To teacher's guide page	Pages 54/55			
Exercise	No1 :1		Page : 53	
Exercise	No2: 2		Page : 53	
Assessment	Can you play football? I can play ……., I can't play ………….			
Closing	I will tell them we will take more sports the next time.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	◯	Covered	◯	Understood	◯
Not achieved	◯	Not covered	◯	Not understood	◯





Date			
Period			
Class			



Contents	Unit 4	Time to play sports	Lesson:2	Page :54/55
objectives	1-To identify different sports and equipment. 2-To talk about can for ability.			
Materials	Student book / C D / real objects / Teacher's guide / The board / Flash cards			
issues	Preventative health- Exercise is healthy.			
Values	Respect for others.			
Skills	Decision-making- Collaboration and cooperation- Communication.			
	Lesson Procedures			
Review	Greet the children, What is this/ using ball , racket , throw , etc.			
Warm up	What color is it? , revise the colors and numbers.			
Presentation New Vocabulary and structures.	Vocabulary : basketball , football , swimming , tennis ; Team ; kick, hit, throw, karate, ball. I will teach the words using cards. Language: This is my racket. I (kick/hit/throw) the ball. Can you ...? Yes, I can.			
Refer To teacher's guide page	Pages 56/57			
Exercise	No1 :1		Page : 55	
Exercise	No2: 2		Page : 55	
Assessment	Say the numbers from 10 to 100.			
Closing	I will tell them we will have numbers from 50 to 100 next time.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	◯	Covered	◯	Understood	◯
Not achieved	◯	Not covered	◯	Not understood	◯



Date			
Period			
Class			



Contents	Unit 4	Time to play sports	Lesson:3	Page :56/57
objectives	1-To talk about your own abilities using can. 2-To count in 10s in English.			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Preventative health- Exercise is healthy.			
Values	Respect for others.			
Skills	Decision-making- Collaboration and cooperation- Communication.			
	Lesson Procedures			
Review	Greet the class , Say the clothes and body parts.			
Warm up	Say words have the sounds ch , ee - sh .			
Presentation New Vocabulary and structures.	Vocabulary: ten , twenty , thirty , forty , fifty , sixty , seventy , eighty , ninety, one hundred; plus, minus. Language: Ten plus ten is twenty. Fifty minus forty is ten.			
Refer To teacher's guide page	Pages 58/59			
Exercise	No1 :1		Page : 57	
Exercise	No2: 2		Page : 57	
Assessment	Can you play football? I can play ……., I can't play ………….			
Closing	I will tell them we will take the numbers to 100 for the next time.			
Evaluation: Weaknesses points :some students need focus on				

Aims	Steps	Understanding
Achieved ◯	Covered ◯	Understood ◯
Not achieved ◯	Not covered ◯	Not understood ◯





Date			
Period			
Class			



Contents	Unit 4	Time to play sports	Lesson:4	Page :58/59
objectives	1-To say how exercise is healthy. 2-To determine what is healthy and unhealthy.			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Preventative health- Exercise is healthy.			
Values	Respect for others.			
Skills	Decision-making- Collaboration and cooperation- Communication.			
	Lesson Procedures			
Review	Greet the class, Say the clothes and numbers from 10 to 100.			
Warm up	Say words have the sounds ch , ee - sh .			
Presentation New Vocabulary and structures.	Vocabulary: chocolate, swimming, running, watching TV, tennis, soda, football, computer games, healthy. I will get them to repeat, I will use cards to teach the words. Language: Hatem is healthy. He runs. He plays tennis. He drinks water. He doesn't watch too much TV. He eats healthy food.			
Refer To teacher's guide page	Pages 60/61			
Exercise	No1 :1		Page : 59	
Exercise	No2: 2		Page : 59	
Assessment	Talk about someone is healthy like Hatem.			
Closing	I will tell them we will take sounds gr and br for the next time.			
Evaluation: Weaknesses points :some students need focus on				

Aims	Steps	Understanding
Achieved ◯	Covered ◯	Understood ◯
Not achieved ◯	Not covered ◯	Not understood ◯



Date			
Period			
Class			



Contents	Unit 4	Time to play sports	Lesson:5	Page :60/61
objectives	1-To identify the blends gr and bl. 2-To find words with the gr and bl sounds. 3- To write /gr/ and/bl/.			
Materials	Student book / C D / real objects / Teacher's guide / The board / Flash cards			
issues	Preventative health- Exercise is healthy.			
Values	Respect for others.			
Skills	Decision-making- Collaboration and cooperation- Communication.			
	Lesson Procedures			
Review	Greet the class , Say the numbers and sports.			
Warm up	Say words have the sounds gr , br - ch .			
Presentation New Vocabulary and structures.	Vocabulary: gray , black , green , grandma , grandpa, blue . I will get them to repeat , I will use cards to teach the words. Language: Revise: Can you (play soccer)? Yes, I can. * No, I can't. I can (play tennis).			
Refer To teacher's guide page	Pages 62/63			
Exercise	No1 :1		Page : 61	
Exercise	No2: 2		Page : 61	
Assessment	Ask students to work in pairs to write one word that they learned today.			
Closing	Ask students to bring in sports clothes and equipment for the Show and Tell in the next lesson.			
Evaluation: Weaknesses points :some students need focus on				

Aims	Steps	Understanding
Achieved ◯	Covered ◯	Understood ◯
Not achieved ◯	Not covered ◯	Not understood ◯





Date			
Period			
Class			



Contents	Unit 4	Time to play sports	Lesson:6	Page :62/65
objectives	1-To revise the language of the unit. 2-To make a poster about sports. 3-To talk about the project "my favorite sports". 4-To work together and share resources. 5-To present to others in the Show and Tell.			
Materials	Student book ☐ C D ☐ real objects ☐ Teacher's guide ☐ The board ☐ Flash cards ☐			
issues	Preventative health- Exercise is healthy.			
Values	Respect for others.			
Skills	Decision-making- Collaboration and cooperation- Communication.			
	Lesson Procedures			
Review	Smile for the children and I will greet them, ask about sports, I will check answers.			
Warm up	Revise the family members and numbers, using cards.			
Presentation New Vocabulary and structures.	Vocabulary: baseball, basketball , football , swimming, tennis ; team; kick, hit, throw, ball. I will get the pupils to repeat. Language: I can play tennis. I like tennis. I can play football. I love football.			
Refer To teacher's guide page	Pages 64/67			
Exercise	No1 :1		Page : 62/63	
Exercise	No2: 2		Page : 64/65	
Assessment	Say words have sound (gr) , Say words have sound (bl).			
Closing	I will say goodbye, next time we will learn telling the time.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	◯	Covered	◯	Understood	◯
Not achieved	◯	Not covered	◯	Not understood	◯





Date			
Period			
Class			



Contents	Unit 5	my day	Lesson:1	Page :66/67
objectives	1-To talk about my day and what I do routinely 2-To talk about the time in English in half hours.			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Citizenship – Awareness of rights and duties.			
Values	Respect for rules.			
Skills	Self-management: Talking about your day.			
	Lesson Procedures			
Review	Greet the children, say words have gr and bl sounds.			
Warm up	Can you play tennis? , check answers. Revise numbers and colors.			
Presentation New Vocabulary and structures.	Vocabulary: get up, eat, drink, play, go home, clock, table, tea, milk, enjoyed. I will teach the new words then I will get them to repeat these words. Language: We have breakfast at 7 o'clock. We play with friends at ten thirty. We go home at two thirty. It's (six thirty).			
Refer To teacher's guide page	Pages 68/69			
Exercise	No1 :1		Page : 67	
Exercise	No2: 2		Page : 67	
Assessment	I will get a pupil to answer, What time is it?			
Closing	I will tell them that we will listen to a nice story next time.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	◯	Covered	◯	Understood	◯
Not achieved	◯	Not covered	◯	Not understood	◯





Date			
Period			
Class			



Contents	Unit 5	my day	Lesson:2	Page :68/69
objectives	1-To talk about my day and what I do routinely. 2-To talk about the time in English in half hours.			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
Issues	Citizenship – Awareness of rights and duties.			
Values	Respect for rules.			
Skills	Self-management: Talking about your day.			
	Lesson Procedures			
Review	Greet the children, revise the family members and day routines.			
Warm up	What time is it?? check answers . Revise colors.			
Presentation New Vocabulary and structures.	Vocabulary: get up, eat lunch, sleep, go home, say good night, go to bed. I will teach the words using cards. Language: Hana gets up at 6:30. What time is it? It's (six o'clock).			
Refer To teacher's guide page	Pages 70/71			
Exercise	No1 :1		Page : 69	
Exercise	No2: 2		Page : 69	
Assessment	What time is it? Check answers.			
Closing	I will tell them we will revise telling the time by reading a story Then I will say good bye.			
Evaluation: Weaknesses points :some students need focus on				

Aims	Steps	Understanding
Achieved ◯	Covered ◯	Understood ◯
Not achieved ◯	Not covered ◯	Not understood ◯





Date			
Period			
Class			



Contents	Unit 5	my day	Lesson:3	Page :70/71
objectives	1-To talk about my day and what I do routinely. 2-To talk about the time in English in half hours.			
Materials	Student book ☐ / C D ☐ / real objects ☐ / Teacher's guide ☐ / The board ☐ / Flash cards ☐			
Issues	Citizenship – Awareness of rights and duties.			
Values	Respect for rules.			
Skills	Self-management: Talking about your day.			
	Lesson Procedures			
Review	Greet the children; revise the family members and day routines.			
Warm up	What time is it? Check answers. Revise colors.			
Presentation New Vocabulary and structures.	Vocabulary: I will revise and teach the words: get up, eat lunch, sleep, go home, say good night, and go to bed – late – need – movie - after. Language: Hana gets up at 6:30. Let's play tennis today.			
Refer To teacher's guide page	Pages 72/73			
Exercise	No1 :1		Page : 71	
Exercise	No2: 2		Page : 71	
Assessment	Tell the story of Hany, Is Hany Happy? why or why not?.			
Closing	I will tell them we will learn the new sounds (pl) and (cl) next time, Then I will say good bye.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	○	Covered	○	Understood	○
Not achieved	○	Not covered	○	Not understood	○





Date			
Period			
Class			



Contents	Unit 5	my day	Lesson:4	Page :72/73
objectives	1-Toidentify the blends pl and cl. 2-Tohear and find words with the pl and cl sounds. 3-To write pl and cl.			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Citizenship – Awareness of rights and duties.			
Values	Respect for rules.			
Skills	Self-management: Talking about your day.			
	Lesson Procedures			
Review	Greet the children, review the story of Hana.			
Warm up	Review the numbers from 10 to 100, what time is it?			
Presentation New Vocabulary and structures.	Vocabulary: I will teach the words :(pl): play, clay, please, planet, cloudy, plane, classroom, clock. I will use flash cards to learn the new words Then I will get them to repeat many times. Language: I play with clay. Can I play with your plane, please?			
Refer To teacher's guide page	Pages 74/75			
Exercise	No1 :1		Page : 73	
Exercise	No2: 2		Page : 73	
Assessment	Say words have the sound (pl) , say words have the sound (cl).			
Closing	I will tell them we will learn about the solar system next time.			
Evaluation: Weaknesses points :some students need focus on				

Aims	Steps	Understanding
Achieved ◯	Covered ◯	Understood ◯
Not achieved ◯	Not covered ◯	Not understood ◯





Date			
Period			
Class			



Contents	Unit 5	my day	Lesson:5	Page :74/75
objectives	1-To read and write about a daily routine. 2-To recognize the solar system. 3-To be able to read and recognize in speech the names of the planets.			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Citizenship – Awareness of rights and duties.			
Values	Respect for rules.			
Skills	Self-management: Talking about your day.			
	Lesson Procedures			
Review	Greet the children; Say the numbers from 10 to 100.			
Warm up	Say words have the letter sounds cl , gr .			
Presentation New Vocabulary and structures.	Vocabulary: I will teach the words: planet, solar system, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune. Language: There are eight planets in our solar system. Jupiter is the biggest planet. Mercury is the smallest. Mars is red. Earth is blue and green. Mercury is near to the sun. Neptune is far.			
Refer To teacher's guide page	Pages 76/77			
Exercise	No1 :1		Page : 75	
Exercise	No2: 2		Page : 75	
Assessment	Say the planets , Mercury , Venus, Earth , etc.			
Closing	Say Next, we will do a project. We will make our own solar system.			
Evaluation: Weaknesses points :some students need focus on				

Aims	Steps	Understanding
Achieved ◯	Covered ◯	Understood ◯
Not achieved ◯	Not covered ◯	Not understood ◯





Date			
Period			
Class			



Contents	Unit 5	my day	Lesson:6	Page :76/79
objectives	1-To make a planet hanger. 2-To work together and share resources, taking turns. 3-To revise the language of the unit. 4-To present to others in the Show and Tell.			
Materials	Student book ☐ / C D ☐ / real objects ☐ / Teacher's guide ☐ / The board ☐ / Flash cards ☐			
issues	Citizenship – Awareness of rights and duties.			
Values	Respect for rules.			
Skills	Self-management: Talking about your day.			
	Lesson Procedures			
Review	Greet the children, Say the planets chorally.			
Warm up	Say words have the letter sounds cl , gr .			
Presentation New Vocabulary and structures.	Vocabulary: I will revise the words: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune , green. I will play using the flash cards what is this? It Is (Mars). Language: These are the planets. This is Mars. Mars is red.			
Refer To teacher's guide page	Pages 78/81			
Exercise	No1 :1,2		Page : 76/77	
Exercise	No2: 1,2		Page : 78/79	
Assessment	Say the planets , Mercury , Venus, Earth , etc.			
Closing	I will tell them we will learn about the healthy food for the next time. Then I will say goodbye.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	○	Covered	○	Understood	○
Not achieved	○	Not covered	○	Not understood	○





Date			
Period			
Class			



Contents	Unit 6	Healthy lunches	Lesson:1	Page :80/81
objectives	1-To recognize food items. 2-To recognize healthy and unhealthy food.			
Materials	Student book ☐ / C D ☐ / real objects ☐ / Teacher's guide ☐ / The board ☐ / Flash cards ☐			
issues	Preventative health – Healthy and unhealthy food.			
Values	Curiosity – Cooperation.			
Skills	Critical thinking: Observation - Collaboration.			
	Lesson Procedures			
Review	Greet the children, revise the planets.			
Warm up	Revise the, colors, numbers from 10 to 100 and body parts.			
Presentation New Vocabulary and structures.	Vocabulary: egg, tea, chicken, juice, some, milk, burger, chicken, fries, fruit, grapes, ice-cream, juice, water; eat, drink, breakfast, lunch, dinner, I will teach the words using cards. Language: Would you like some…? Yes please/No, thank you.			
Refer To teacher's guide page	Pages 82/83			
Exercise	No1 :1		Page : 81	
Exercise	No2: 2		Page : 81	
Assessment	Say the healthy food, what is unhealthy food?			
Closing	I will tell them we will read a nice story about healthy and unhealthy food next time.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	◯	Covered	◯	Understood	◯
Not achieved	◯	Not covered	◯	Not understood	◯





Date			
Period			
Class			



Contents	Unit 6	Healthy lunches	Lesson:2	Page :82/83
objectives	1-To identify some food items. 2-To recognize healthy and unhealthy food.			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Preventative health – Healthy and unhealthy food.			
Values	Curiosity – Cooperation.			
Skills	Critical thinking: Observation - Collaboration.			
	Lesson Procedures			
Review	I will greet the class. Revise the food words.			
Warm up	I will ask, what is your favorite food? , check answers.			
Presentation New Vocabulary and structures.	Vocabulary: healthy, unhealthy, hungry, thirsty. I will use cards to teach the words, I will get them to listen to the text. I will ask them, do you like healthy food? Would you like some fish? Language: Tamer likes bread. He doesn't like burgers.			
Refer To teacher's guide page	Pages 84/85			
Exercise	No1 :1		Page : 83	
Exercise	No2: 2		Page : 83	
Assessment	Remind students of what they have learned. Say You did a survey to sort healthy and unhealthy food.			
Closing	I will say good bye, next time we will learn a new story.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	◯	Covered	◯	Understood	◯
Not achieved	◯	Not covered	◯	Not understood	◯



Date			
Period			
Class			



Contents	Unit 6	Healthy lunches	Lesson:3	Page :84/85
objectives	1-To read a story. 2-To make, accept and refuse offers. 3-To learn about a supermarket.			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Preventative health – Healthy and unhealthy food.			
Values	Curiosity - Cooperation			
Skills	Critical thinking: Observation - Collaboration.			
	Lesson Procedures			
Review	Greet the class; revise the healthy and unhealthy food.			
Warm up	Would you like fish? What's the time? Revise food words.			
Presentation New Vocabulary and structures.	Vocabulary: food, fries, fruit, frog , supermarket, Zagazig , big , near, friends. Get them to listen to the small story about the supermarket, and teach the words. Language: Would you like some (bread)? Yes, please. No, thank you. That looks yummy!			
Refer To teacher's guide page	Pages 86/87			
Exercise	No1 :1		Page : 85	
Exercise	No2: 2		Page : 85	
Assessment	Do you like meat? Where is the supermarket?			
Closing	I will say good bye, next time we will learn new sounds fr and dr.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	◯	Covered	◯	Understood	◯
Not achieved	◯	Not covered	◯	Not understood	◯





Date			
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Contents	Unit 6	Healthy lunches	Lesson:4	Page :86/87
objectives	1-To identify the blends fr and dr. 2-To find words with the fr and dr sound. 3-To write fr and dr in words.			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Preventative health – Healthy and unhealthy food.			
Values	Curiosity - Cooperation			
Skills	Critical thinking: Observation - Collaboration.			
	Lesson Procedures			
Review	Greet the children. Revise the food words and the family members.			
Warm up	Do you like healthy food? Revise the healthy food words.			
Presentation New Vocabulary and structures.	Vocabulary: fries, fruit, friends, frog, drink, draw, dress, drum, I will teach the words using cards and get them to repeat the words many times. I will get them to listen and point. Language: My dress is pretty. The frog is green.			
Refer To teacher's guide page	Pages 88/89			
Exercise	No1 :1		Page : 87	
Exercise	No2: 2		Page : 87	
Assessment	Say words have the sounds (Fr) and (dr), I will check answers.			
Closing	I will tell them we will learn about hard and soft materials next time, then I will say goodbye.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	◯	Covered	◯	Understood	◯
Not achieved	◯	Not covered	◯	Not understood	◯



Date			
Period			
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Contents	Unit 6	Healthy lunches	Lesson:5	Page :88/89
objectives	To identify soft and hard materials.			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Preventative health – Healthy and unhealthy food.			
Values	Curiosity – Cooperation -Appreciation of Science.			
Skills	Critical thinking: Observation - Collaboration.			
	Lesson Procedures			
Review	Greet the children, review the food words and numbers 10 to 100.			
Warm up	Compare between healthy and unhealthy food.			
Presentation New Vocabulary and structures.	Vocabulary: soft, hard, cucumber, cotton, date, teddy bear. I will teach them and use cards and play the game listen and say, listen and point to teach them. Language: connect with science (hard and soft). It is hard. & it is soft.			
Refer To teacher's guide page	Pages 90/91			
Exercise	No1 :1		Page : 89	
Exercise	No2: 2		Page : 89	
Assessment	Say words for hard things, and words for soft things.			
Closing	Say In our next class, we will make a healthy plate, then I will say goodbye.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	◯	Covered	◯	Understood	◯
Not achieved	◯	Not covered	◯	Not understood	◯



Date			
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Contents	Unit 6	Healthy lunches	Lesson:6	Page :90/93
objectives	1-To practice the language of the unit. 2-To create a healthy food plate picture. 3-To work together and share resources, taking turns. 4-To present to others in the Show and Tell. 5-To talk about food and drink you like.			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Preventative health – Healthy and unhealthy food.			
Values	Curiosity – Cooperation.			
Skills	Critical thinking: Observation - Collaboration.			
	Lesson Procedures			
Review	Greet the children; review the food words and the planets.			
Warm up	Compare between healthy and unhealthy food.			
Presentation New Vocabulary and structures.	Vocabulary: Revise healthy and unhealthy food using cards and play the game listen and say, listen and point to revise them. Language: This is my healthy plate.			
Refer To teacher's guide page	Pages 92/95			
Exercise	No1 :1,2		Page : 90/91	
Exercise	No2: 1,2		Page : 92/93	
Assessment	Show your healthy plate to your friends and talk about it.			
Closing	I will tell them we will revise all the words next time, then I will say goodbye.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	○	Covered	○	Understood	○
Not achieved	○	Not covered	○	Not understood	○





Date			
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Class			



Contents		Review 2	Lesson:1	Page :94/95
objectives	To revise the vocabulary and language from units (4 to 6).			
Materials	Student book / C D / real objects / Teacher's guide / The board / Flash cards			
issues	Citizenship – Awareness of rights and duties.			
Values	Respect for rules.			
Skills	Communication -Self management.			
	Lesson Procedures			
Review	Greet the children; revise the food words, and the numbers.			
Warm up	Say words have the sounds th , Fr ,gr , dr , bl .			
Presentation New Vocabulary and structures.	Vocabulary: swimming, basketball, football, karate, tennis, eat lunch, get up, go to school, drink, go to sleep, ice-cream, chicken, juice, grapes, bread, burger, fries; numbers 10-100, the food words and the planets , I will revise the words using cards. Language: Counting and writing in 10s.			
Refer To teacher's guide page	Pages 96/97			
Exercise	No1 :1,2		Page : 94	
Exercise	No2: 1,2		Page : 95	
Assessment	Say the healthy food, say the numbers from 10 to 100.			
Closing	I will tell them we will revise the solar system next time, then I will say goodbye.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	◯	Covered	◯	Understood	◯
Not achieved	◯	Not covered	◯	Not understood	◯





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Contents		Review 2	Lesson:2	Page :96/97
objectives	1-To revise the planets and solar system knowledge. 2-To evaluate progress in units 4-6.			
Materials	Student book / real objects / The board / C D / Teacher's guide / Flash cards			
issues	Citizenship – Awareness of rights and duties.			
Values	Respect for rules.			
Skills	Communication - Self management.			
	Lesson Procedures			
Review	Greet the children; revise the numbers from 10 to 100.			
Warm up	Say some healthy food and some unhealthy food.			
Presentation New Vocabulary and structures.	Vocabulary : I will revise the words : Uranus, Mercury, Saturn, Earth, Mars, Jupiter, Neptune, Venus,, I will get them to read them many times I will play with them the game look and say. Language: I like healthy food. I can play football.			
Refer To teacher's guide page	Pages 98/99			
Exercise	No1 :1,2		Page : 96	
Exercise	No2: 1,2		Page : 97	
Assessment	Say the solar system "the planets" and words are healthy food.			
Closing	I will tell them we will read a long story called the Gingerbread man next time.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	◯	Covered	◯	Understood	◯
Not achieved	◯	Not covered	◯	Not understood	◯





Date			
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Contents	The reader	The Gingerbread man	Part 1	Page :98/113
objectives	1-To read and understand a traditional tale. 2-To enjoy reading in English.			
Materials	Student book ☐ real objects ☐ The board ☐ C D ☐ Teacher's guide ☐ Flash cards ☐			
issues	Loyalty and belonging. Awareness of rights and duties.			
Values	Tolerance and acceptance of others. Respect.			
Skills	Communication - Problem solving – Creativity.			
	Lesson Procedures			
Review	Smile for the children and greet them, Revise animals and planets.			
Warm up	Say words have the letter sounds gr – bl, cl - dr.			
Presentation New Vocabulary and structures.	Vocabulary: grandpa, grandma, The gingerbread man, cat - fox - oven, river, catch, sit, fast I will teach the words using cards. I will get the pupils to listen to the story, then listen and point to the speaker; I will get them to repeat after the speaker. Language: Can I eat you? You can't catch me.			
Refer To teacher's guide page	Pages 100/101			
Exercise	No1 :1		Page : 113	
Exercise	No2: 2,3		Page : 113	
Assessment	Say the story of the Gingerbread man, revise the words from the story.			
Closing	I will tell them we will revise the story of the Gingerbread man next time, then I will say good bye.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	○	Covered	○	Understood	○
Not achieved	○	Not covered	○	Not understood	○



Date			
Period			
Class			



Contents	The reader	The gingerbread man	Part 2	Page :98/115
objectives	To review the story and check understanding Complete an ordering task and truefalse sentences.			
Materials	Student book ☐ C D ☐ real objects ☐ Teacher's guide ☐ The board ☐ Flash cards ☐			
issues	*Loyalty and belonging. Awareness of rights and duties.*			
Values	*Tolerance and acceptance of others. Respect.*			
Skills	Communication - Problem solving – Creativity.			
	Lesson Procedures			
Review	Smile for the children and I will greet them, review words from the story and revise the story.			
Warm up	I will get them to read the story to revise the events.			
Presentation New Vocabulary and structures.	Vocabulary: oven - fast , bread , gingerbread man, grand pa, grand ma , river .I will revise these words using cards and get them to repeat . I will ask them about the story and check their answers. Language: What's the time? * What does Grandma make?			
Refer To teacher's guide page	Pages 102/103			
Exercise	No1 :1,2		Page : 100/107	
Exercise	No2: 1,2		Page : 108/115	
Assessment	Do you like the story of the Gingerbread man? Why?			
Closing	I will say goodbye. We finish our course now; I am happy, I wish you happy mid-year holiday.			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	◯	Covered	◯	Understood	◯
Not achieved	◯	Not covered	◯	Not understood	◯

